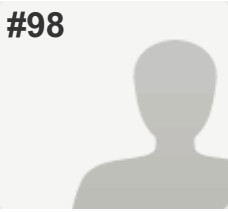**#98**

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Q1: Name of School District:	Gilbert Community Schools
Q2: Name of Superintendent	Lindsey Beecher
Q3: Person Completing this Report	Carrie Clark

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Q4: 1a. Local TLC Goal

How have new and veteran teachers and teacher leaders benefited from the utilization of the TLC plan?

Q5: 1b. To what extent has this goal been met?

(no label)   Fully Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We gathered evidence from our TLC time log, mentoring, survey, observational, and HR data to draw conclusions for this TLC goal.
Our instructional coaches saw a 97% participation rate of all certified staff members. This participation has varied from consulting all the way to heavy coaching. We would conclude that any support offered benefits new and/or veteran teachers along with the support of student learning. The support has been looking at student data, co-planning, classroom observation/data retrieval, goal setting, mentoring, technology support, PLC support, coaching conversations, curriculum and intervention support.
Our instructional coaches are also mentors. We had three first year teachers, one second year teacher, and two teachers new to our district. Our goal is to meet 60 minutes a week (2,040 year) with first year teachers and 30 minutes a week (1,020 year) with second year teachers. Our average was 3,137 minutes with first year and 2,610 with second year teachers. During this time they are receiving 1:1 support on various topics. Our teachers new to the district averaged 1,568 minutes 1:1 with an instructional coach.
We have twenty-nine people in TLC positions. We had fourteen people continue in a TLC role. Nine in the same role and five moved into a different role. We offered TLC PD for everyone five times throughout the year. Instructional coaches and the TLC coordinator met weekly. One of the items on the weekly agenda was discussion of articles in the Journal of Educational Leadership.

Q7: 2a. Local TLC Goal	*Respondent skipped this question*
Q8: 2b. To what extent has this goal been met?	*Respondent skipped this question*
Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	*Respondent skipped this question*

Q10: 3a. Local TLC Goal	*Respondent skipped this question*

Q11: 3b. To what extent has this goal been met?	*Respondent skipped this question*

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	*Respondent skipped this question*

Q13: 4a. Local TLC Goal

In what ways has student achievement improved as a result of professional development aligned to instructional improvement.

Q14: 4b. To what extent has this goal been met?

(no label)	Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We gathered evidence from our TLC time log, PLC logs, district assessment, mentoring, survey, and observational data to draw conclusions for this TLC goal.

Thanks to the TLC grant, TLC leaders are embedded throughout the district to support instructional practices that have improved student achievement. An instructional coach regularly attends PLC meetings to help guide discussions on student data and secure necessary resources that will target student needs. Model lessons have been videotaped to provide exemplary models of research-based instructional practices. Both veteran teachers and teachers new to education have been offered a "menu" of options to utilize our instructional coaches. The AIW framework is embedded in professional development to improve core instruction. TLC leaders have worked along side the grade level leaders and model teachers, using the lens of an AIW Local Coach, to guide and reflect upon the revising of student tasks, instruction, and student work.

Our District Board of Education Annual Progress Report Goals for the 2015-16 school year:

Early Literacy: FAST Assessment, composite scores, for first grade

GOAL MET: 77.5% of our 1st graders were proficient on the fall benchmark. 95.33% of our 1st graders were proficient on the spring benchmark. This is a moving benchmark. The fall composite benchmark is 34. The spring composite is 64.

Reading: By the end of the 2015-16 school year, there will be an increase in the percent of students in ninth grade scoring proficient or higher in reading on the Iowa Assessments. As eighth graders, in 2014-15, 93% of the students scored proficient or above in reading on the Iowa Assessments.

GOAL MET: 97.5% or our ninth grade students were proficient or higher.

Mathematics: By the end of the 2015-16 school year there will be an increase in the percent of students in fourth grade scoring proficient or higher in mathematics on the Iowa Assessments. As third graders, 92.5% of the students scored proficient or above in mathematics on the Iowa Assessments.

GOAL MET: 95.7% of our fourth grade students were proficient or higher.

Science: By the end of the 2015-16 school year, there will be an increase in the percent of students in third grade scoring proficient or higher in science on the Iowa Assessments. As second graders in 2014-15, 91.5% of the students scored proficient or above in science on the Iowa Assessments.

GOAL MET: 97.9% of our third grade students were proficient or higher.

Social Studies: By the end of the 2015-16 school year, there will be an increase in the percent of students in sixth grade scoring proficient or higher in science on the Iowa Assessments. As fifth graders in 2014-15, 86.8% of students scored proficient or above in social studies on the Iowa Assessments.

GOAL NOT MET: 86.1% of our sixth grade students were proficient or higher. Goal missed by .7%

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

How has student achievement data changed?

Q17: 5b. To what extent has this goal been met?

(no label)   Fully Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We gathered evidence from our TLC time log, PLC logs, district assessment, data docs, survey, and observational data to draw conclusions for this TLC goal.
Our student achievement data is high. We are writing goals to improve scores in most content areas 90% or above. The changes that we see in student data are similar to changes in years past. What has changed is the way we are looking at our data. Our instructional coaches have put data in very usable forms for our teachers. We are looking at district data, common assessment data, progress monitoring data attendance data, and behavior data in real time. Teachers are using this data to make instructional decisions for all students, whether we are talking about the highest of the high, or our most struggling students. All grade levels meet as PLC teams weekly to ask the four PLC questions. What do we want our students to know? How will we know if they know it? What will we do if they already know it? What will we do if they don't get it? Our use of data is helping to drive those conversations in a very positive way.

Q19: 6a. Local TLC Goal

In what way has implementation of the TLC plan impacted school culture?

Q20: 6b. To what extent has this goal been met?

(no label)   Mostly Met

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We gathered evidence from our TLC time log, PLC logs, surveys and observational data to draw conclusions for this TLC goal.
Our staff was surveyed at the end of the year to help us measure the effectiveness of the implementation plan. They were asked to choose on a liken scale of 1-4 their feeling of how TLC supported their professional growth. One being the lowest score and four being the highest score. 1.6% gave a rating of 1, 10.9% gave a rating of 2, 50% gave a rating of 3, and 37.5% gave a rating of 4.   Over 85% of our staff felt supported in their personal professional growth. Using the same scale, we also asked our staff about their level of trust in working collaboratively with their instructional coach. 3.1% said they did not have enough interaction to give a rating, 0% gave a rating of 1, 1.6% gave a rating of 2, 12.5% gave a rating of 3, and 82.8% gave a rating of 4. We have worked hard on building trust with all staff members. We feel we are building a strong foundation in working towards teachers willingly opening their doors to colleagues and discussing/sharing best practices and teaching strategies/models.
Teachers are asking for and using data in ways they haven't before. We are becoming a more data driven district. 95.3% of our staff thought instructional coaches are making a positive impact on student learning. 90.6% or our staff felt the role of TLC coordinator is making a positive impact on student learning. Those are extremely high percentages, especially when thinking that those positions are 100% out of the classroom.

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Q22: **7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

We are adding a new TLC position for the 2016-17 school year, Tech Innovator. This position has developed through our leadership team at the high school level. They will be 100% in the classroom, offer monthly PD for buildings which focus on technology use. There will be 4 total, 1 per building.

All TLC positions will be required to go through a coaching cycle with our instructional coaches. We want to send a positive message to all staff members everyone can set goals. It doesn't matter if you've taught 1 year or 10 years. Our model teachers will videotape, open their doors for live lessons, but also be required to visit other classrooms. The thought process on this is similar to going through the coaching cycle. We can all learn from each other. We want to open classroom doors and foster collaboration. Asking our best teachers to visit sends the message that everyone has something to learn and/or improve on. Our focus is on best practice. This focus moves away from grade level and content area, best practice is across grade levels and content areas.

Grade level leaders, model teachers, and tech innovators will each receive a $2,000 stip-end and have one additional professional development day. This came directly from teachers. They felt each position should receive the same amount of money.

Q23: **8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

We feel strongly in the fact that TLC has added time to our school day. How have we done this, teachers now have extra support to help all students be successful critical thinkers and problem solvers. Teachers are focusing on students and best practice instructional models. TLC is supporting this through consulting, collaborating, observing, and coaching.

Data driven conversations are happening on a weekly basis, if not more frequently. In our end of the year survey we had numerous comments about PLC's being more focused, staying on track, keeping grade levels organized and focused. Out of 99 certified staff members only 3 have not utilized our instructional coaches. Our staff prek-12 have a very positive attitude towards TLC.

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of $33,500 for all full-time teachers.
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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.
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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.
,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.
,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.